

## **2nd Grade – Academic Goals and Standards**

### **2ND GRADE COMPUTER**

#### **GOAL A -**

**Use computers to acquire, organize, analyze and communicate information.**

1. Operate computer hardware and software
2. Use age appropriate software
  - a. word processing
  - b. type a sentence
  - c. edit text using delete, backspace key, or highlight with mouse
  - d. select an initial font size before entering text
  - e. using a rough draft create a word processing document and add a graphic or drawing
3. Software used in the content areas
  - a. practice concept of time
  - b. practice concept of money
  - c. practice concept of addition and subtraction
  - d. practice addition and subtraction of 2 digits with regrouping (borrowing and carrying)

#### **GOAL B -**

**Use technology in an ethical and legal manner as defined in the acceptable use code of conduct for technology resources.**

### **2ND GRADE LANGUAGE ARTS**

#### **GOAL A - READING/ LITERATURE**

**Read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.**

1. Use effective reading strategies to achieve their purposes in reading
  - a. use a variety of strategies and word recognition skills including vowel sounds, medial sounds, consonant blends and consonant digraphs
  - b. discriminate between long and short vowel sounds
  - c. infer the meaning of unfamiliar words in the context of a passage by examining known words
  - d. comprehend text by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images
  - e. read aloud with age-appropriate fluency, accuracy, and expression
  - f. discern how written texts and accompanying illustrations connect to convey meaning
  - g. identify and use parts of a textbook including table of contents and glossary
  - h. identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding

- i. identify a purpose for reading, such as gaining information, learning about a viewpoint and appreciating literature
  - j. identify and use appropriate test-taking skills (multiple choice, true/false, short answer)
2. Read, interpret, and critically analyze literature
    - a. recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning
    - b. draw upon a variety of reading materials, from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience
    - c. summarize ideas drawn from stories by identifying cause-and-effect relationships interpreting events and ideas, and connecting different works to each other and to real-life experiences
    - d. extend the literal meaning of a text by making inferences
  3. Read and discuss literary and nonliterary texts in order to understand human experience
    - a. identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources
    - b. distinguish fiction from nonfiction and realistic fiction from fantasy,
    - d. select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience
  4. Read to acquire information
    - a. summarize key details of informational texts, connecting new information to prior knowledge
    - b. seek information by investigating available text resources
    - c. follow activity directions

## **GOAL B - WRITING**

**Write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.**

1. Create or produce writing to communicate with different audiences for a variety of purposes
  - a. write narrative and descriptive pieces
  - b. write expressive pieces (narratives and letters) in response to reading and life experiences
  - c. write creative pieces (poetry and fiction) such as a story with a distinct beginning, middle, and ending
  - d. write in a variety of situations (timed and untimed) and adapt strategies, such as revision, to the situation
  - e. use a variety of writing technologies, including pencil and paper as well as computers
  - f. apply printing rules
  - g. write for a specific audience
2. Plan, revise, edit, and publish clear and effective writing
  - a. use guided strategies for pre-writing (brainstorming, mapping, oral discussion)
  - b. answer questions in complete sentences
  - c. edit writing for spelling
  - d. edit writing for punctuation and capitalization including end punctuation and proper nouns
  - e. edit writing for grammar including verbs
  - f. explain the reasons for revision in conference with a teacher
  - g. complete a writing assignment in a limited amount of time
3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications



- a. identify nouns, verbs, and adjectives
- b. use correct subject and verb agreement
- c. capitalize and punctuate proper nouns and initial words of sentences
- d. use punctuation marks and conjunctions as appropriate
- e. use commas correctly to punctuate lists, dates, and places
- f. spell frequently used words correctly
- g. use word order and punctuation marks to distinguish statements and questions

### **GOAL C - ORAL LANGUAGE**

**Listen to understand and speak clearly and effectively for diverse purposes.**

1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes
  - a. discuss criteria for effective oral presentations, including eye contact, tone, volume, rate, and articulation
  - b. read aloud effectively from previously-read material
  - c. recite a simple poem
  - d. participate in group readings, such as choral, echo, and shadow reading
  - e. perform dramatic readings or presentations
  - f. distinguish between fact and opinion
2. Listen to and comprehend oral communications
  - a. apply the rules of good listening as part of an audience
  - b. follow two-step directions
  - c. identify and summarize key points of a story or discussion
  - d. retell stories and reports of events in proper sequence
  - e. follow sequence in plot, predict outcomes, and draw conclusions
  - f. recall the content of stories, relate the content to prior knowledge, and answer various types of questions about the stories
  - g. distinguish fact from fantasy
  - h. distinguish between a statement and a question
3. Participate effectively in discussion
  - a. volunteer relevant information, ask relevant questions, and answer questions directly
  - b. use appropriate eye contact and other nonverbal cues
  - c. reflect on the ideas and opinions of others and respond thoughtfully
  - d. ask for explanation of unfamiliar words and ideas
  - e. summarize information conveyed through discussion

### **GOAL D - LANGUAGE**

**Apply their knowledge of the nature, grammar, and variations of American English.**

1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication
  - a. consult dictionaries and other resources to find definitions and spell words correctly
  - b. demonstrate the ability to identify synonyms and antonyms for a word that is presented in context
2. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English

### **GOAL E - MEDIA AND TECHNOLOGY**



**Use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.**

1. Use computers to acquire, organize, analyze, and communicate information

See Goal A for Integrated Computer Standards

## **GOAL F - RESEARCH AND INQUIRY**

**Locate, use, and communicate information from a variety of print and nonprint materials**

1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings
  - a. alphabetize beyond the first letter
  - b. identify guide words in a dictionary
  - c. use pictures and captions for information
  - d. differentiate between a statement and a question
  - e. identify a problem and predict various solutions
  - f. use table of contents
  - g. use guided note-taking

## **2ND GRADE MATHEMATICS**

### **GOAL A - MATHEMATICAL PROCESSES**

**Draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world problems.**

1. Use reasoning abilities to
  - a. perceive patterns
    1. recognize geometric and numerical patterns
    2. describe geometric and numerical patterns
    3. extend grade-appropriate geometric and numerical patterns such as skip counting past 100
    4. create grade-appropriate geometric and numerical patterns
  - b. identify relationships
    1. identify fact families through 18
  - \*d. justify strategies
    1. employ the problem-solving strategies of acting out, using manipulatives, and drawing pictures
2. Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models
  1. use pictures or manipulatives to demonstrate a solution process to a grade-appropriate problem
3. Connect mathematical learning with other subjects, personal experiences, current events, and personal interests
  - a. see relationships between various kinds of problems and actual events



- b. use mathematics as a way to understand other areas of the curriculum (e.g., measurement in science, map skills in social studies, and literature)
- 4. Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work
- 5. Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence

\*aligns with numbering system for Grade 4

## **GOAL B - NUMBER OPERATIONS AND RELATIONSHIPS**

**Use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.**

- 1. Represent and explain whole numbers, and fractions with
  - a. physical materials
  - b. number lines and other pictorial models
  - c. verbal descriptions
  - d. place-value concepts and notation
    - 1. identify place value to 3 digits
  - e. symbolic renaming (e.g.,  $43=40+3=30+13$  and expanded notation such as, 4 tens + 3 ones)
- 2. Determine the number of things in a set by
  - a. grouping and counting (e.g., by threes, fives, hundreds)
    - 1. count to 1,000
  - b. combining and arranging (e.g., all possible coin combinations amounting to thirty cents)
- 3. Read and write, and order whole numbers, simple fractions (e.g., halves, thirds, fourths)
  - 1. read and write numerals to 1,000
  - 2. compare and order 1 and 2-digit whole numbers
  - 3. identify objects divided into halves, thirds, and fourths
- 4. In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as
  - a. recalling the basic facts of addition, subtraction, multiplication, and division
    - 1. memorize addition and subtraction facts to 18
  - b. selecting and applying algorithms for addition, subtraction, multiplication, and division
    - 1. add and subtract 2 and 3-digit numbers without regrouping
    - 2. write and solve number sentences through 20
  - c. using a calculator to assist and check solutions to problems

## **GOAL C - GEOMETRY**

**Use geometric concepts, relationships and procedures to interpret, represent, and solve problems.**

- 1. Describe two-and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by
  - a. naming two-dimensional figures, such as trapezoid and rhombus
  - b. comparing, sorting, and classifying them
    - 1. identify figures with same shape and size
  - c. drawing and constructing physical models to specifications for two-dimensional figures
  - d. identifying their properties (e.g., number of sides)



- e. explaining how these figures are related to objects in the environment
- 2. Use physical materials to identify properties and relationships, including but not limited to
  - a. symmetry
    - 1. find a line of symmetry of a figure

#### **GOAL D - MEASUREMENT**

**Select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.**

- 1. Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, monetary value, and identify the appropriate units to measure them (This standard will be introduced)
- 2. Demonstrate understanding of basic facts, principles, and techniques of measurement, including
  - a. appropriate use of arbitrary and standard units (metric and US Customary)
- 3. Read and interpret measuring instruments (e.g., rulers, clocks, thermometers)
  - 1. list months of the year in order
- 4. Determine measurements directly by using standard tools to these suggested degrees of accuracy
  - a. length to the nearest foot, inch, or cm
  - b. time to the half hour
  - c. monetary value to dollars and cents to a total of \$1.00

#### **GOAL E - STATISTICS AND PROBABILITY**

**Use data collection and analysis, statistics and probability in problem solving situations, employing technology where appropriate.**

- 1. Work with data in the context of real-world situations by
  - \*c. collecting, organizing, and displaying data
    - 1. use real, picture and bar graphs to represent data
    - 2. record data using tallies
  - \*d. drawing reasonable conclusions based on data
- \*3. In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts
  - 1. read information from lists and tables

\*aligns with numbering system for Grade 4

#### **GOAL F- ALGEBRAIC RELATIONSHIPS**

**Discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.**

- \*6. Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity of addition)
  - 1. demonstrate the commutative property of addition using whole numbers

\*aligns with numbering system for Grade 4



## **2ND GRADE SCIENCE**

### **GOAL A - SCIENCE CONNECTIONS**

**Understand that there are unifying themes: systems, order, organization, and interactions; evidence, models, and explanations; constancy, change, and measurement; evolution, equilibrium, and energy; form and function among scientific disciplines.**

1. When conducting science investigations, ask, and answer questions that will help decide the general area of science being addressed
  - a. pose questions and make inferences about magnets, sound, energy and the earth and sun
2. When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now
  - a. draw on prior knowledge when studying magnets, sound, energy, and animals in the environment
3. When investigating a science-related problem, decide what data can be collected to determine the most useful explanations
  - a. collect, organize and interpret data while experimenting with magnets, sound, and energy
4. When studying science-related problems, decide which of the science themes are important
  - a. explore the science theme of function for how magnets attract or repel objects
  - b. explore the science themes of constancy, change, and measurement when recognizing different pitches and variations in sound and when studying the environment
5. When studying a science-related problem, decide what changes over time are occurring or have occurred
  - a. observe and explore changes in the earth, plants, and animals

### **GOAL B - NATURE OF SCIENCE**

**Understand that science is ongoing and inventive, and that scientific understandings have changed over time as new evidence is found.**

- \*2. Acquire information about people who have contributed to the development of major ideas in the sciences and learn about the cultures in which these people lived and worked
  - a. recognize how inventors like Thomas Edison have contributed to major ideas in science

\*aligns with numbering system for Grade 4

### **GOAL C - SCIENCE INQUIRY**

**Investigate questions using scientific methods and tools, revise their personal understanding to accommodate knowledge, and communicate these understandings to others.**

1. Use vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied in these units: magnets, sound, energy, solar system, plants, and animals
2. Use the science content being learned to ask questions, formulate hypothesis, plan investigations, make observations, develop classifications, make predictions and offer explanations



3. Select multiple sources of information to help answer questions selected for classroom investigations in these units: magnets, sound, energy, solar system, plants, and animals
4. Use simple science equipment safely and effectively, including rulers, balances, hand lenses, and thermometers, to collect data relevant to questions and investigations
5. Use data they have collected to develop explanations and answer questions generated by investigations in these units: magnets, sound, energy, solar system, plants, and animals
6. Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, technologies and various other means, to display their answers
7. Support their conclusions with logical arguments
8. Predict changes, state reasons for the prediction, and ask additional questions that might help focus or further an investigation

#### **GOAL D - PHYSICAL SCIENCE**

**Demonstrate an understanding of the physical and chemical properties of matter, the forms and properties of energy, and the ways in which matter and energy interact.**

##### **PROPERTIES OF EARTH MATERIALS**

1. Understand that objects are made of more than one substance, by observing, describing, and measuring the properties of earth materials, including properties of size, weight, shape, color, temperature, and the ability to react with other substances
2. Group and/or classify objects and substances based on the properties of earth materials
  - a. compare and contrast how magnets attract and repel a variety of objects
3. Understand that substances can exist in different states—solid, liquid, gas
  - a. compare and classify substances
4. Observe and describe changes in form, temperature, color, speed, and direction of objects and construct explanations for the changes
  - a. observe changes due to heat energy
  - b. observe and describe changes in natural environments
5. Construct simple models of what is happening to materials and substances undergoing change, using simple instruments or tools to aid observations and collect data
  - a. create musical instruments and magnetic models

##### **POSITION AND MOTION OF OBJECTS**

6. Observe and describe physical events in objects at rest or in motion
  - a. recognize that objects can be moved by magnetic force through a variety of substances
  - b. recognize that sound vibrations travel through different materials
7. Observe and describe physical events involving objects and develop record-keeping systems to follow these events by measuring and describing changes in their properties, including position relative to another object, motion over time and position due to forces
  - a. conduct experiments using magnets, sound and light





## LIGHT, HEAT, ELECTRICITY, AND MAGNETISM

8. Ask questions and make observations to discover the differences between substances that can be touched (matter) and substances that cannot be touched (forms of energy, light, heat, electricity, sound, and magnetism)
  - a. conduct experiments related to energy, sound, and magnetism

## GOAL E - EARTH AND SPACE SCIENCE

**Demonstrate an understanding of the structure and systems of the earth and other bodies in the universe and their interactions.**

### PROPERTIES OF EARTH MATERIALS

1. Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations
  - a. explain differences in rocks and soils
2. Show that earth materials have different physical and chemical properties, including the properties of soils found in Wisconsin
  - a. observe properties of soils and rocks
3. Develop descriptions of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science

### OBJECTS IN THE SKY

4. Identify celestial objects (stars, sun, moon, planets) in the sky, noting changes in patterns of those objects over time
  - a. identify objects in space using books, posters, magazines and the Internet

### CHANGES IN THE EARTH AND SKY

- \*6. Using the science themes, find patterns and cycles in the earth's daily, yearly, and long-term changes
    - a. observe changes in our natural environment
  - \*7. Using the science themes, describe resources used in the home, community, and nation as a whole
    - a. explain how energy affects everyday living
  - \*8. Illustrate human resources used in mining, forestry, farming, and manufacturing in Wisconsin and elsewhere in the world
    - a. explain how people use resources to improve life
- \*aligns with numbering system for Grade 4

## GOAL F - LIFE AND ENVIRONMENTAL SCIENCE

**Demonstrate an understanding of the characteristics and structures of living things, the processes of life, and how living things interact with one another and their environment.**

### THE CHARACTERISTICS OF ORGANISMS

1. Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive
2. Investigate how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)

### LIFE CYCLES OF ORGANISMS



3. Illustrate the different ways that organisms grow through life stages and survive to produce new members of their type

#### **ORGANISMS AND THEIR ENVIRONMENT**

4. Using the science themes, develop explanations for the connections among living and non-living things in various environments

#### **GOAL G - SCIENCE APPLICATIONS**

**Demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.**

1. Identify the technology used by someone employed in a job or position in Wisconsin and explain how the technology helps
2. Discover what changes in technology have occurred in a career chosen by a parent, grandparent, or an adult friend over a long period of time
  - a. explain how technology plays an important role in life
3. Determine what science discoveries have led to changes in technologies that are being used in the workplace by someone employed locally
  - a. explain how technology has helped people
4. Identify the combinations of simple machines in a device used in the home, the workplace, or elsewhere in the community, to make or repair things, or to move goods or people
5. Ask questions to find answers about how devices and machines were invented and produced
  - a. explain scientific contributions of men and women

#### **GOAL H - SCIENCE IN SOCIAL AND PERSONAL PERSPECTIVES**

**Use scientific information and skills to make decisions about themselves, Wisconsin, and the world in which they live.**

1. Describe how science and technology have helped, and in some cases hindered, progress in providing better food, more rapid information, quicker and safer transportation, and more effective health care
2. Using the science themes, identify local and state issues that are helped by science and technology and explain how science and technology can also cause a problem
3. Show how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care
  - a. relate scientific knowledge to safety and health issues
4. Develop a list of issues that citizens must make decisions about and describe a strategy for becoming informed about the science behind these issues
  - a. identify problems caused by noise pollution



## **2ND GRADE SOCIAL STUDIES**

### **GOAL A - GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Learn about geography through the study of the relationships among people, places, and environments.**

1. Use picture maps, maps, and globes to gather information
2. Use map vocabulary such as north, south, east, west, scale, hemisphere, and equator to locate and describe places on a map
3. Describe the location of his/her state, country, and continent, using geographic terms, including Northern Hemisphere
4. Compare physical features, such as continents, oceans, mountain ranges, and landforms on maps and globes
5. Draw a map from memory of the United States and bodies of water (Great Lakes, Atlantic Ocean, Pacific Ocean)
6. Identify ways in which he/she can use natural resources wisely
7. Use atlases, databases, grid systems, charts, graphs, and maps to gather information
8. Identify connections between the local community and other places in Wisconsin, the United States, and the world
9. Identify how predictable and unpredictable environmental changes affect their lives
10. Give examples of modern inventions and the effect on the physical environment

### **GOAL B - HISTORY: TIME, CONTINUITY, AND CHANGE**

**Learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.**

1. Identify and use resources to understand the past (i.e., stories, artifacts, maps, pictures)
2. List (4-6) events in proper sequence (i.e., timeline)
3. Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people
4. Demonstrate an understanding of the terms past, present, and future
5. Compare and contrast communities of the past and present
6. Identify the meaning of important political values such as freedom, democracy, and justice



7. Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the state flags
8. Describe examples of cooperation and interdependence among individuals, groups, and nations
9. Identify the history and culture of the American Indian tribes and bands in Wisconsin

**GOAL C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY**

**Learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.**

1. List ways in which communities help people meet basic needs
2. Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed
3. Identify responsibilities of second grade citizens within the community
4. Identify examples of community rules
5. Recognize consequences of breaking community rules
6. Identify and participate in selected forms of community civic responsibility (i.e., recycling)
7. Explain the basic purpose of government in American society, recognizing the three levels of government
8. Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals

**GOAL D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION**

**Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.**

1. Describe and explain of the role of money, banking, and savings in everyday life
2. Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)
3. Identify local goods and services that are part of the global economy and explain their use in Wisconsin
4. Give examples of how different jobs help the community
5. Identify examples of goods and services
6. Identify the economic roles of households



7. Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people

#### **GOAL E - THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY**

**Learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.**

1. Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning
2. Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development
3. Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living
4. Describe the ways in which ethnic cultures influence the daily lives of people
5. Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society
6. Give examples of laws, rules, and peer pressure that influence people and events
7. Explain the reasons why individuals respond in different ways to a particular event
8. Explain the ways in which interactions with others influence behavior
9. Compare and contrast the values and beliefs of different groups and institutions
10. Explain how people learn about others who are different from themselves
11. Give examples of how the media may influence opinions, choices, and decisions
12. Give examples of how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures
13. Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens
14. Describe ways in which people from different cultures meet human needs
15. Describe how differences in cultures may lead to understanding or misunderstanding among people
16. Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters.

